**Wiki Assignment #6**:

1- Smith, A.E. & Jussim, L. (1998). Self-fulfilling prophecies, perceptual biases, and accuracy at the individual and group levels.  *Journal of Experimental Social Psychology , Vol. 34* (Issue 6 )

Examines ability grouping as a moderator of self-fulfilling prophecies. Ability group moderation for individual students with data from students and teachers from sixth-grade math classes in the United States.

2- Madon, S. & Jussim, L. (1997). In Search of the Powerful Self-Fulfilling Prophecy. *Journal of Personality & Social Psychology , Vol. 72*(Issue 4), P 791-809.

This research examined moderators of naturally occurring self-fulfilling prophecies. The authors assessed whether positive or negative self-fulfilling prophecies were more powerful and whether some targets were more susceptible to self-fulfilling prophecies because of their self-concepts in a particular achievement domain and previous academic records. Participants were 98 teachers and 1,539 students in sixth-grade public school math classes. Results yielded a strong pattern showing that teacher perceptions predicted achievement more strongly for low achievers than for high achievers. Results also yielded a much weaker pattern showing that teacher overestimates predicted achievement more strongly than teacher underestimates. Implications for social perceptual accuracy, self-enhancement theory, and understanding when self-fulfilling prophecies are stronger are discussed.

3- Etheriggton, M. (2011). The Pygmalion principle: The practicum expectations and experiences of mature aged student teachers. *Issues In Educational Research, Vol. 21*(n3), P 259-280.

This study examined the perceptions and subjective experiences of mature-age, second-career student-teachers immediately after their school practicum.

4- Karcher, M. , Davidson, A., Rhodes, J. & Herrera, Carla. (2010). Pygmalion in the Program: The Role of Teenage Peer Mentors' Attitudes in Shaping Their Mentees' Outcomes. *Applied Developmental Science, Vol.14 . (*n4), P 212-227.

Cross-age peer mentoring programs, in which teenagers mentor younger children, have proliferated in recent years, yet there is disagreement about the effectiveness of such programs. This study tested whether teen mentors' attitudes about children interact with their mentees' characteristics to moderate outcomes of cross-age peer mentoring. The sample included 221 high school volunteers, 205 mentees, and 182 control group youth. Latent profile analyses yielded two profiles of students who were labeled "academically connected" or "disconnected." Analyses revealed that the academically disconnected mentees who were paired with mentors holding relatively positive attitudes toward youth were more emotionally engaged in the mentoring relationship (than disconnected mentees with more negative mentors) and, subsequently, reported stronger relationships with their teachers at year's end (than did the similarly disconnected children in the control group). Conversely, there was evidence of iatrogenic effects of matching negative mentors with academically connected mentees. Implications for mentor selection and training are discussed.

5-Bellamy, G. (1975). The Pygmalion Effect: What Teacher Behaviors Mediate It*. Psychology in the Schools, Vol12*, (n4) P454-460,

Current literature suggests that a teacher's expectancies for a pupil may in part determine the pupil's subsequent behavior. This review asks how such expectancies affect the teacher's own behavior, with the goal of determining what teacher behaviors mediate the observed effect on the pupil. A model of this process is proposed.